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ABSTRACT

Intended for administrators, supervisors, counselors, and other school officials, the booklet provides information on guidance programs for handicapped students which help them to increase their ability to participate in school, cope with their handicaps, relate to other students, and plan ahead for education and careers. Brief chapters cover background and rationale of guidance programs; program goals and activities, and the role of educational personnel in guidance; current needs of guidance programs; plan and organization of guidance programs; and sample guidelines to strengthen guidance programs. Appended is a checklist for administrators and supervisors to use in assessing their guidance programs. (SBH)

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GUIDANCE PROGRAMS FOR PUPILS WITH HANDICAPPING CONDITIONS

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany, NY 12234
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PREFACE

This publication is designed to provide administrators and supervisors of school guidance programs with a framework to plan, organize, implement, and evaluate guidance services for handicapped pupils.

The development of this document relied upon the suggestions, advice, and recommendations obtained from: the Office for Education of Children with Handicapping Conditions; the New York State Personnel and Guidance Association/New York State Teachers of the Mentally Handicapped Joint Committee on Guidance Services for the Mentally Handicapped; Bureau of Educational Data Systems; a sample of Counselor Educators; the District Superintendents Committee on the Handicapped; the Guidance Directors in New York City, Buffalo, Syracuse, and a sample of school counselors who service handicapped pupils; a sample of Special Education Directors; and the staff of the Bureau of Guidance. It was compiled by J. Paul Tonetti, Associate in Education Guidance, Bureau of Guidance.

This publication is a working document. It is anticipated that further inputs from guidance personnel will result in refined and revised editions.

Stanley L. Raub
Associate Commissioner
for Educational Finance,
Management
and School Services

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INTRODUCTION

Administrators, supervisors, counselors, and other school officials have a responsibility to assure that guidance programs serve to help handicapped pupils. This help assists them to increase their ability to participate in school, cope with their handicaps, relate to other pupils, plan ahead for education and career, and develop as fully as possible.

To carry out this responsibility, certain factors must receive particular attention. These include:

1. The recognition that committees-on-the-handicapped have the responsibility to recommend the coordination of educational resources for handicapped pupils. All efforts to improve and extend guidance services to handicapped pupils must relate closely to the committees' policies and practices.

2. The realization that an effective needs assessment (which includes followup studies of handicapped pupils) is a key to program organization and development.

3. The recognition that guidance efforts must relate closely to the work of the other pupil services which share the responsibility for the education of handicapped pupils.

4. The realization that there must be an adequate allocation of guidance resources for pupils with special needs. District officials might consider the allocation of guidance resources in proportion to the number of handicapped pupils in their total pupil population. (One district allocates counselor time on a weighted basis with each handicapped pupil counted as two regular pupils.)

5. The acknowledgement that major efforts must be made to increase positive attitudes and acceptance of handicapped pupils on the part of other pupils, teachers, staff, and administration. In short, the social and psychological barriers which relate to the handicapped need to be understood by the "normal" population. Guidance can serve a unique role in this area.

6. The realization that environmental and architectural barriers must be considered. While counselors may not effect ease of mobility and functioning for the handicapped, they should be aware of the restrictive nature of many physical facilities in the school. In addition, they should be prepared to point out these deficiencies to those responsible for changes in the physical plant.

CHAPTER I

BACKGROUND AND RATIONALE

"We stand or fall as an educational enterprise to the extent that we succeed in seeing to it that all those on...the outside of the so-called normal range...are enabled to possess themselves--are put on an equal footing with others, and I do not mean equal treatment, for true equality consists of treating unequal things unequally--and the handicapped, more than others, need love and professional intervention."

"...school districts that center on the issues of...education for the handicapped...require the full utilization of counselor competencies for their amelioration."

Ewald B. Nyquist
Commissioner of Education
New York State Education Department

The Fleischmann Commission, the Regents Position Paper on the Education of Children with Handicapping Conditions, and the State Education Department's Goals for Elementary, Secondary and Continuing Education in New York State highlight the need and inherent rights of pupils with handicapping conditions to receive the educational services to which they are entitled.

These publications contain recommendations to strengthen guidance in areas such as:

- Educational placement and progress of pupils
- Individualization of instruction
- Early identification, screening, and diagnosis of handicapping conditions
- Coordination of school and interagency efforts and resources
- Use of community resources
- Early intervention
- Advocacy
- Facilitation of social activities
- Provision of guidance and counseling service to parents

The Bureau of Guidance believes:

A. About Pupils
   - All pupils need and benefit from good guidance programs
   - All pupils are entitled to guidance services within the framework of public education which help them develop and protect their individuality
   - Pupils with handicapping conditions are more similar to pupils in regular programs than different, and benefit from guidance regardless of psychometric or administrative labels
   - All pupils have an inherent right to learn the skills necessary to attain their freely chosen educational, personal-social, and vocational goals
   - Pupils with handicapping conditions have a better opportunity to develop when they relate to and find their identity with regular pupils

B. About Guidance Personnel
   - Guidance personnel have a major responsibility for the development and protection of all pupils, including the handicapped
   - Guidance personnel must assist handicapped pupils to learn to become effective personal planners, decision-makers, and self-managers
   - Guidance personnel share responsibility to integrate pupil objectives, guidance program objectives, and school procedures into the instructional process
   - Guidance personnel must evaluate the effects of various guidance strategies to help pupils meet their particular needs in terms of pupil behaviors

C. About Guidance Programs

Guidance services for pupils with handicapping conditions must be delivered in the context of an effective program designed for all pupils. A minimum plan for the delivery of guidance services requires:

- Goals and objectives for different pupils at different levels
- Projections of guidance tasks to attain the goals and objectives
- Designation by levels of personnel responsible for each objective and task
- Estimated time frames
- Provision for periodic review, evaluation, modification, and reports

CHAPTER II

GUIDANCE PROGRAMS FOR PUPILS WITH HANDICAPPING CONDITIONS

Goals

Guidance programs provide services either directly to pupils or indirectly through administrators, teachers, parents, peers, and others. They contribute significantly to help:

- Handicapped pupils make satisfactory educational, personal, social, and vocational adjustments and plans
- Teachers, other school staff members, and parents understand and meet the special needs of handicapped pupils
- Administrators, Boards of Education, staff members, and the community understand the needs of groups of handicapped pupils
- Pupils become competent in the processes of value development--particularly the formation of spiritual, ethical, religious and social values essential to individual dignity
- Pupils attain and maintain the knowledge and skills necessary to secure employment commensurate with their ability and aspirations, and to perform work in a manner satisfactory to themselves and to those served
- Pupils adapt to new demands, opportunities, and values of a changing world through the acquisition of personal planning and problem-defining and solving skills

Activities

To achieve the goals stated, certain activities are essential. These program activities, their purposes, and some examples follow.

1. Program Direction: Effective leadership responsible for the overall program is required to ensure the efficient delivery of guidance services. These services must be coordinated with administrative, instructional, other pupil personnel services personnel, and community agencies.

Examples include:

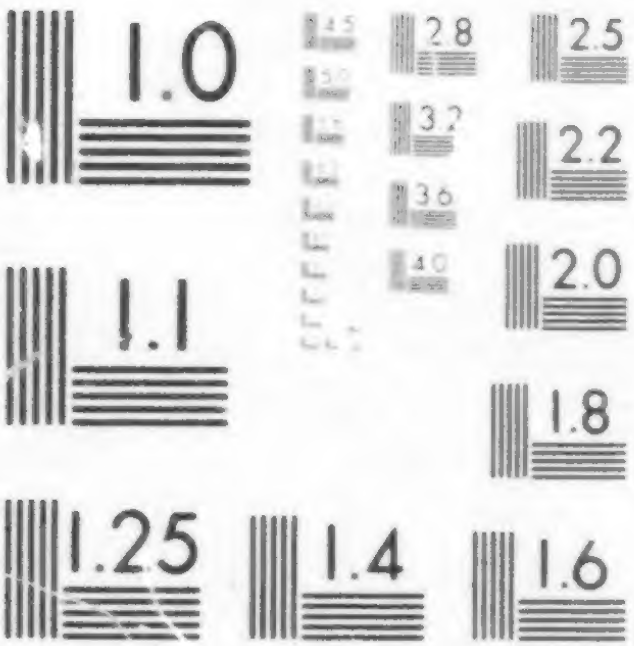
- Plan programs with special education administrators
- Organize and manage a testing program
- Assign and supervise counselors
- Compile a directory of community services
- Arrange inservice programs for counselors and staff to sensitize them to educational practices and materials which are harmful to handicapped pupils
- Ensure that legal mandates for the education of the handicapped are carried out
- Inform parents of educational rights and opportunities

2. Pupil Progress: Assistance must be given handicapped pupils to help them in the process of movement from grade to grade, class to class, from one school to another, from school to employment, and to adjust to new school or out-of-school situations.

Examples include:

- Assist pupils to feel welcome and comfortable in new class, school, and group situations
- Introduce pupils and parents to educational, training, and community agency settings
- Develop working relationships between the school and health, recreational, social, and training agencies that serve handicapped pupils

3. Data Gathering for Individual Understanding: An ongoing process is conducted in cooperation with teachers, parents, administrators, pupil services staff, employers, and the staff of other community medical and social agencies. Its purpose is to provide information to the Committees-on-the-Handicapped to help them review and revise educational plans and programs of pupils. In addition, the Committees are provided with data so that they can better recommend school programs at the class, building, and district levels.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

Examples include:
- Screen social and educational growth and development
- Assess individual or group career development status
- Conduct pupil/parent/teacher/employer interviews
- Obtain information about pupil adjustment and development

4. Individual and Group Counseling: Counselors help pupils, individually or in groups, explore and understand their concerns and personal characteristics, make decisions, develop and carry out plans, and examine and assess their actions.
Topics include:
- Peer-parent-teacher relationships
- Social skills
- Career choices
- Alienation within the school
- Feelings of self-worth

5. Career Information: Counselors and teachers conduct courses and provide other group experiences for handicapped pupils, teachers, parents, and other adults.
Topics include:
- Job-seeking interviews
- Handicapped and the world of work
- Home management
- How to cope with social and employment prejudices which face the handicapped
- Recreational and health issues
- Community resources

6. Educational and Career Programming: Pupils receive help from counselors to carry out career plans, secure admission to educational and employment opportunities, participate in extra class and leisure activities, and obtain proper in-school placement.

Examples include:

- Help pupils use present school and community resources, such as Office of Vocational Rehabilitation and school clubs
- Bring pupils and potential employers together
- Manage the followup on pupils recommended for special class placement
- Assist pupils seek and use current information about educational and occupational opportunities and funding sources

7. Creating Alternative Programs: Counselors, with administrators, teachers, other pupil services staff, parents, and community agencies, share their knowledge of the processes of problem identification, clarification, and resolution. Examples include:
   - Recommend innovative practices to implement the mainstreaming concept
   - Meet with rehabilitation counselors and staff to plan individual instructional programs
   - Participate in case conferences
   - Assist teachers to incorporate career awareness materials within subject matter
   - Plan with teachers and Committees-on-the-Handicapped to meet the needs of special education pupils
   - Provide inservice workshops about the psychology of handicapped pupils and parent-child relationships

8. Needs Assessment: The process identifies emerging needs of pupils, teachers, and parents to use as a base for educational decisions. In a systematic way, the guidance program is evaluated by its ability to encourage desired pupil behaviors. The subsequent adjustment and progress of pupils and former pupils are identified and reported. Examples include:
   - Conduct followup studies on a regular basis to learn career patterns of local handicapped pupils and points at which particular assistance is required
   - Conduct an evaluation study to assess the quality of the guidance program
   - Use appraisal procedures and data to identify handicapped pupils
   - Interpret appraisal data to teachers, pupils, and parents
   - Provide feedback to staff about contradictions between school ideals and practices

Roles

The special guidance needs of handicapped pupils require close coordination, cooperation, and support of all school personnel. Administrators, counselors, teachers, and other pupil services workers must together plan, organize, and deliver services.

Administrators have the basic responsibility for the development and maintenance of a guidance program. They see that it is well planned, and with the Board of Education, that adequate personnel, facilities, and resources are available. They ensure that guidance aims and needs are understood and supported by staff, parents, and community. They coordinate the efforts of counselors, regular teachers, teachers of the handicapped, other pupil services staff, and community agencies so that the human and legal rights of pupils are protected.

Teachers of handicapped, in special and regular class situations, share responsibilities in the development and operation of the guidance program. They contribute information about individual pupils. They have a crucial role in the adjustment and acceptance of handicapped pupils by other pupils and adults. Through class discussions, information, field trips, and parent conferences, they assist in the achievement of the goals of the program.

Supervisors of guidance and school counselors provide leadership to coordinate and deliver guidance services to handicapped pupils. They consult with administrators and teachers about guidance activities, offer suggestions to Committees-on-the-Handicapped, assist in the development of curriculum models, and counsel with pupils, teachers, and parents. Their effectiveness is greatly enhanced if they are members of the Committee-on-the-Handicapped.

Counselors are educators with knowledge of:

- Characteristics of pupil development
- Psychology of handicapping conditions
- Available community agencies and services
- Laws and resolutions of concern to the handicapped;

And skills in:

- Guidance of handicapped children
- Verbal and nonverbal communication
- Parent relationships
- Prescriptive and remedial teaching techniques
- Career preparation of the handicapped

Counselors are part of a pupil services team that strengthens the school district's effort to identify and understand the characteristics and needs of handicapped pupils.

CHAPTER III

CURRENT NEEDS OF GUIDANCE PROGRAMS

Guidance and special education programs reflect a school philosophy of "individualization." This implies that pupils are unique, worthy in their own right, able to manage and make decisions, and can contribute to society if they develop their potentialities and abilities. This requires that careful plans to cause philosophies and realistic ideals to become realities for handicapped pupils be developed. On the basis of contacts with counselors and teachers who serve handicapped pupils, the Bureau of Guidance has identified the following areas of need in guidance programs.

Program Development

The number of districts with clearly defined programs of guidance should be increased. A K-12 approach, integrated with the district's overall guidance program, would be appropriate. The lack of elementary school guidance counselors may necessitate special plans to fill the void for the future. In the meantime, teachers may be assisted to provide guidance services in addition to their instructional duties.

Efforts to involve counselors early in the process to establish school programs for handicapped pupils require particular attention. Sometimes pupils do not receive guidance service because counselors are not made aware that a program has been established or teachers are not aware of the type and extent of guidance services and help that is available to them in the district.

Guidance programs are needed to strengthen the liaison role of counselors vis-a-vis: parents of handicapped pupils and the school; occupational, special education, and regular teachers; school and district Committees-on-the-Handicapped; Office of Vocational Rehabilitation and the school.

Staff

Districts committed to strengthening guidance for handicapped pupils need to give attention to ways to increase the number of elementary school counselors, particularly those who received special preparation to counsel or to teach the handicapped.

Inservice programs to involve counselors, teachers of the handicapped, and other pupil services staff need to be established by districts to ensure the competent delivery of guidance services.

Counselor education departments should give particular attention to prepare counselors to work with handicapped pupils.

Efforts of school counselors to extend and improve guidance services to handicapped pupils require the establishment of good working relationships with other pupil services. In this regard, school districts need adequate numbers of school psychologists and school social workers.

Pupil Needs

Handicapped pupils need assistance in adjustment to new, regular, and special class situations and in the development of an awareness of positive self-concept and career planning. Handicapped adolescents and young adults also require guidance programs that focus on socialization, occupational placement, individual counseling after graduation, and placement on the job and job retention requirements.

Parents

Districts need to strengthen guidance services for parents of handicapped pupils. Emphasis should be given to assist parents to become aware of school and community educational, recreational, and social resources, the individual strengths of their child, and steps in career planning.

CHAPTER IV

PLAN AND ORGANIZATION OF GUIDANCE PROGRAMS FOR PUPILS WITH HANDICAPPING CONDITIONS

This section provides a systematic overview of the steps school districts can take to plan, organize, implement, and evaluate a guidance program which will be relevant to the present and future needs of handicapped pupils.

Rationale

Guidance programs that provide services to the handicapped on an individualized basis require direction and purpose. The program must be compatible with the district goals for education, and justified in terms of contributions to pupil knowledge, skills, and abilities.

Well-planned guidance programs assist school boards, Committees-on-the-Handicapped, administrators, counselors, and teachers to fulfill their shared responsibilities to the management, delivery, and evaluation of guidance activities. This becomes a challenge and complex task for a program coordinator.

Guidance programs, if based on the assessed needs of handicapped pupils, provide counselors with a structure to carry out their activities in an orderly and sequential fashion.

This plan should enable counselors and those who share guidance responsibilities, to achieve the aims of the guidance program, to understand what is realistic, to clarify roles and responsibilities, and to determine when progress is made.

Preparation for Planning

To plan a program of guidance services requires the coordination of people, resources, time, and information. An effective plan for guidance requires that districts develop an overall design for the planning process that is managed by someone with authority and responsibility.

The Bureau of Guidance urges that advisory groups be formed at the start of the process. Members of the school-community who serve the handicapped (teachers, counselors, pupil services specialists, pupils, parents, administrators, community agency representatives, members of the district's Committee-on-the-Handicapped) should be involved. The involvement of those affected by the guidance program improves communication and increases the chances that plans will be implemented.

A plan projected over a three-to-five year span of time is appropriate. A one-year plan only encourages crash programs and generally proves to be ineffective. The long-range plan should be updated by one year, each year.

Steps to Plan Guidance Programs for Handicapped Pupils

A comprehensive plan includes the following:

. Clarify District Philosophy and Goals for Educating Handicapped Pupils

The district's statement of philosophy provides school counselors and other members of the school community with a set of beliefs as a basis by which to establish and evaluate goals, priorities, and practices.

Effective instructional and guidance programs result from commitment to a philosophy that values the right of every pupil to receive an education, earn a living, contribute to society, acquire a sense of self-respect, and become as self-sufficient as possible.

Educational goals are derived from philosophical beliefs, and represent the general expectations for pupils to prepare for, choose and carry out plans for adult living. An example of a desired outcome for all pupils articulated by the Regents is: *"To understand home and family relationships and involvement in the home, community, and society in general."*

. Assess the Current Status and Needs of Handicapped Pupils

The guidance plans and goals of the district should be analyzed by members of the guidance staff and related to information about handicapped pupils. This might include data gathered through:

- . Consultation and interviews with pupils, parents, teachers, employers, and other community agencies that serve the handicapped
- . Analysis of achievement and other standardized and informal test scores and tests designed to be used with the conduct of followup studies of persons with particular handicaps
- . Identification of the numbers and types of handicapped pupils
- . Analysis of recommendations from the Committee-on-the-Handicapped

The information provides a guidance needs assessment for handicapped pupils if their current status is compared with desired expectations or goals and the gaps noted. This helps to identify the needs to be met by the guidance program.

An example of a need related to the goal stated in the "Preparation for Planning" section is: *"Ten percent of the sixty handicapped pupils who attend Palmer High School report they belong to or participate in, at least once a month, a community youth group (Scouts, 4-H, Y, church group)."*

A needs assessment establishes a benchmark to measure progress, identifies the specific pupil population to be served, and suggests to counselors the appropriate kinds of guidance activities to meet needs.

Information which describes pupils and their needs provides counselors with a tool to deal with reality so that reasonable guidance program goals and priorities can be established. Specific outcomes for pupils can be developed at the building and district levels and roles and responsibilities can be clarified and evaluated.

. Formulate Specific Pupil Outcomes

A sound plan focuses on the desired pupil accomplishments which are to result from the program. An example of a pupil outcome is: *"Handicapped pupils who attend Palmer High School will voluntarily join and participate in at least one community youth group each year."*

. Design Guidance Activities to Achieve Pupil Outcomes

Activities conducted by school counselors to assist pupils accomplish the outcome include:

- Arrange for representatives from community groups (junior achievement, Y, Scouts, 4-H) to meet with groups of handicapped pupils
- Assist pupils to clarify and relate their interests to community youth groups
- Conduct group guidance sessions on how to improve social skills
- Arrange for peers who participate in youth groups to introduce and invite handicapped pupils to join
- Conduct group counseling sessions that focus on out-of-school social activities
- Inform handicapped pupils and their parents of existing youth groups
- Consult with community groups to modify or create programs for handicapped pupils

. Determine Roles and Assign Responsibilities

When specific outcomes and activities have been developed, worksheets for individual counselors can be used to define responsibilities necessary to implement activities. Specific procedures, resource personnel, time tables, and budget requirements can be included.

A sample worksheet might be:

Pupil Outcome: At least 80% of Palmer High School's handicapped pupils will voluntarily join and participate in a community youth group.

ACTIVITY	COUNSELOR ASSIGNED	PROCEDURES	TIME	BUDGET	RESOURCE PERSONNEL
Conduct Group Counseling	Mr. Jones	Arrange for room, time	9/76-12/76	15 Hrs. of Counselor Time	Teacher Cooperation
Consult with Community Groups	Ms. Smith	Identify Community Youth Groups	9/75-1/76	20 Hrs. of Counselor Time	Guidance Secretary
Arrange for Peer Orientation	Ms. Brown	Conduct Interviews, Survey Pupil Population, Arrange for Visits	10/76-6/77	10 Hrs. of Counselor Time	Guidance Secretary Pupil Volunteers

. Design Evaluation Procedures

To show whether and to what degree guidance activities meet pupil needs, evaluation procedures are incorporated into the plan. The evaluation component describes what is an acceptable level of performance and the techniques used to determine if the outcome was attained.

Example: The statement, *"At least 80% (48) of Palmer High School's handicapped pupils..."* identifies the acceptable level of performance. A technique used to determine the effectiveness of guidance activities might be a survey of pupils, parents, peers, and youth group representatives with regard to participation on the direct observation of pupil participation.

Evaluation shows designers of guidance programs if there is a need for changes in the activities and if other pupil needs should be addressed.

. Obtain Feedback and Recycle

Information from earlier phases of the planning process and the evaluation phase is used to update, modify, or redirect guidance plans. Some activities conducted by counselors may have been successful to assist handicapped pupils participate in community groups, but may no longer be necessary for counselors to continue. Such activities might be assumed by teachers, adopted by parents, or become a part of a youth group's program. Such success permits counselors to address other pupil needs.

CHAPTER V

SAMPLE GUIDELINES TO STRENGTHEN GUIDANCE PROGRAMS FOR HANDICAPPED PUPILS

The following guidelines were developed to assist school districts provide a comprehensive set of guidance program services to their handicapped pupils. They are intended to be used by the administrative personnel responsible for the district's guidance program. The district's Committee-on-the-Handicapped may also find them helpful.

Administrators and supervisors of guidance programs should limit guidelines to:

- Clarify the extent and scope of the district's guidance program for handicapped pupils
- Highlight strong aspects of the program
- Identify key areas of the guidance program that require attention

The guidelines should be viewed as a tool to be used to organize a program of guidance services for handicapped pupils. Managers of school guidance programs can use them to provide focus and direction to efforts of the school-community team who share responsibilities for the guidance program. Although the guidelines are intended to be comprehensive, they may be applied to only one or two areas of the program for handicapped pupils.

Appendix

Guidance Program Guidelines for Handicapped Pupils

Purpose: Administrators and supervisors of guidance programs may use this checklist as a guide to strengthen guidance for handicapped pupils. It may assist supervisors and administrators to:

- Clarify the extent and scope of guidance services provided for handicapped pupils
- Plan, organize, implement, and evaluate the guidance program
- Identify strong aspects of the program as well as areas that require attention

Instructions: Read each item and check the box which represents your assessment concerning the guidance program and services for handicapped pupils.

GUIDANCE PROGRAM SERVICES	Check the box which best represents your assessment of the district's guidance program for handicapped pupils.			
	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
I. Planning				
A. Preparation				
1. An overall design to plan a guidance program exists				
2. Someone with authority and responsibility is assigned to manage and coordinate the plan				
3. An advisory group composed of representatives who serve the handicapped is involved to plan the guidance program				
4. Plans for a guidance program are projected over a 3 - 5 year time span				
5. The design for planning provides for an update of the plan yearly				
B. Policies				
1. A district-wide policy statement exists for guidance for handicapped pupils				
2. Policy statements reflect: equal educational opportunity for all pupils regardless of giftedness, capacity, handicaps; a need for counselors to work with teachers, parents, health and community agencies in behalf of handicapped pupils, etc.				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
C. Goals				
1. The guidance program goals statement provides for:				
a. Handicapped pupils to share educational experiences with pupils in regular classes				
b. Assistance to handicapped pupils to acquire personal planning and problem solving skills				
c. Aid to handicapped pupils to acquire self-esteem and human relations skills				
d. Assistance to handicapped pupils to make value based choices				
e. Help handicapped pupils to develop awareness of work skills, occupational and training opportunities, and how job routines can be adapted to them				
f. Monitoring of educational placement and progress				
g. Counselors to serve as advocates of handicapped pupils				
h. Cooperation and utilization of school and community resources				
i. Participation of parents in the education of their children				
j. Reports to the Committee-on-the-Handicapped on the progress of handicapped pupils				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
D. Needs Assessment				
1. Guidance program goals are based on assessment and comparison of current and desired status of handicapped pupils				
2. The following provides data to plan programs:				
a. Interviews with pupils, teachers, parents, and others				
b. Follow-up studies of former handicapped pupils				
c. Recommendations of the Committee-on-the-Handicapped				
d. Analysis of standardized test scores				
3. Priorities for pupil needs are established in the guidance program				
E. Objectives				
1. Objectives for individual handicapped pupils exist				
2. Objectives for a guidance program exist				
F. Roles and Responsibilities				
1. Administrators, teachers, pupils, parents, and other pupil services specialists are involved in planning the guidance program				
2. Roles and responsibilities of other pupil services staff are defined				
G. Dissemination of Plans				
Counselors, teachers of the handicapped, and others are informed of the district's plans for guidance				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
H. Agreements with Other Agencies Cooperative working relationships exist with: 1. Office of Vocational Rehabilitation, SED				
2. Office for Education of Children with Handicapping Conditions, SED				
3. Employment Services				
4. Health Department				
5. Social Security Administration				
6. Department of Mental Hygiene				
7. Department of Social Services				
8. Division for Youth				
9. Parent Organizations (ARC,CPA,ABIC,etc.)				
II. Program Direction A. Administrative and Supervisory Responsibilities are Assigned				
B. Selection and Assignment of Staff 1. Counselors are selected and assigned to serve handicapped pupils				
2. Counselors assigned possess skills to serve handicapped pupils				
3. Counselors coordinate identification, referral, and counseling services in the elementary school				
4. Statements which describe building principal, teacher, and other pupil services staff responsibilities exist				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
C. Referral Procedures				
1. Referral procedures are established and disseminated to all school staff				
2. Procedures to report to the Committee-on-the-Handicapped are established				
3. Directories of community resources are provided to counselors				
D. Materials Guidance materials relevant for handicapped pupils are available (most materials are not relevant, especially occupational information)				
E. Schedule A schedule of guidance activities for the year is developed and distributed to counselors, other staff, pupils, parents, and Committee-on-the-Handicapped				
F. Accessibility of Counselors Counselors are physically present in the school building and accessible to handicapped pupils				
G. Staff Preparation				
1. Counselors, teachers, and administrators understand the guidance services to be offered and the philosophy, purpose, and limitations of these services				
2. Inservice programs exist to update skills				
H. Evaluation Techniques and Instruments Procedures and responsibilities to evaluate the impact of the guidance program are established and communicated to counselors				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
I. Coordination and Communication				
1. Managers of guidance programs meet regularly with special education administrators				
2. Case conferences are scheduled				
3. Procedures to coordinate school and community resources are established				
III. Delivery of Guidance Services				
A. Pupil Progress				
Counselors assist handicapped pupils move from:				
1. grade-to-grade				
2. class-to-class				
3. one school to another				
4. school to other training settings				
5. school to employment				
B. Testing and Individual Understanding				
1. Counselors cooperate with teachers, parents, administrators, other pupil services staff, employers, and other agencies to develop, review, and revise educational plans and programs				
2. Counselors use pupil records to assist pupils understand themselves in relation to educational and occupational opportunities and requirements				
3. Counselors report to Committees-on-the-Handicapped on a regular basis				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
C. Individual and Group Counseling				
1. Counselors provide counseling to handicapped pupils on an individual and group basis; e.g., counseling the mentally and emotionally handicapped				
2. Counseling is provided for parents of the handicapped				
D. Career Information				
Counselors conduct courses on topics such as careers, understanding handicapped pupils, parent-child communication, human relationships, decision-making, valuing, etc., for:				
1. handicapped pupils				
2. teachers				
3. parents				
4. other adults				
E. Educational Programming				
Counselors assist pupils with handicapping conditions to:				
1. obtain employment				
2. secure admission for appropriate training				
3. participate in extra curricular activities				
4. participate in recreational activities				
5. obtain appropriate inschool placement				
F. Creating Alternative Programs				
Counselors consult regularly with:				
1. teachers of the handicapped				
2. administrators				
3. other pupil services staff				
4. parents				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
5. representatives of community agencies				
6. employers of the handicapped				
G. Pupil Appraisal Counselors: 1. Participate in the identification of emerging needs of handicapped pupils at all school levels				
2. Identify needs of parents of handicapped pupils				
3. Evaluate the impact of the guidance program on handicapped pupils				
4. Conduct followup studies of former pupils				
5. Interpret appraisal data to teachers, pupils, and parents				
6. Report the results of studies to Committees-on-the-Handicapped				
7. Survey nonpublic school programs serving handicapped pupils				
H. Advocacy Counselors: 1. Provide information to parents about educational rights and opportunities				
2. Assist pupils and parents seek and use school-community resources				
3. Inform parents of mandates and regulations in regard to the education of handicapped pupils				
4. Sensitize staff to educational practices and materials prejudicial to handicapped pupils				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
IV. Needs Assessment A. Types of Evaluation Procedures have been established to assess on a regular basis: 1. Needs and opportunities of the district's handicapped pupils				
2. The guidance program's capabilities to meet the needs of handicapped pupils				
3. Whether guidance activities designed for handicapped pupils are implemented				
4. The effects of guidance activities on desired pupil outcomes				
B. Procedures 1. Instruments appropriate to assess guidance needs, activities, and outcomes have been selected for use				
2. Techniques to assess the program include: a. surveys				
b. tests (formal and informal)				
c. direct observation				
d. measures of interest				
e. measures of attitude				
f. self-report				
g. aptitude				
h. achievement				
3. Implementation a. time frames to implement the evaluation design are established				
b. personnel are assigned responsibilities to carry out the evaluation				

	OUTSTANDING	ADEQUATE	MINIMAL	NON-EXISTENT
C. Use of Evaluation Data				
1. Procedures are developed to disseminate reports to:				
a. Committees-on-the-Handicapped				
b. administrators				
c. counselors				
d. students				
e. others				
2. Procedures are developed to use assessment data to:				
a. diagnose problems				
b. plan the guidance program				
c. monitor progress				
d. compare actual with intended outcomes				

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